

# **CLASSROOM MANAGEMENT & CULTURAL ISSUES**

Fulbright English Teaching Assistants  
Sub-Saharan Africa and South and Central Asia  
Pre-departure Orientation  
Thursday, June 24, 2010  
Washington Marriot Hotel

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# Outline

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- What kinds of classroom management issues are Fulbright ETAs most likely to meet?
- What to do before you teaching begins
- Starting off on the right foot from the first day
- Responding to Tricky Situations



‘vuvuzela’ sound clip

# Forming Groups

Instructions for group-forming activity



*ICC Cricket World Cup*  
**2011**

# FIFA Fair Play

- In your group, transform these ten principles into a list for Fair Play in the English language classroom (in other words, class rules/expectations)
- Write your list of ten on the chart paper provided; They will be hung around the room for people to see.



# Classroom Management = Discipline?

Factors contributing to a 'disciplined' classroom:

- Teaching methodology
- Lesson planning and preparation
- Interpersonal relationships
- Stakeholder expectations
  - you, other teachers, students, administrators, parents, community leaders...
- Student motivation

# When in Rome?

*"We can't sleep at night because of the vuvuzelas. People start playing them from 6am. We can't hear one another out on the pitch because of them."*

Patrice Evra (French Captain)

*"To answer all your messages re the vuvuzelas. I have always said that Africa has a different rhythm, a different sound. I don't see banning the music traditions of fans in their own country. Would you want to see a ban on the fan traditions in your country?"*

Sepp Blatter (FIFA President)

# When in Rome...

Most classroom management issues ETAs will face will arise from a conflict of expectations.

What should you do when your teaching beliefs conflict with local expectations?

First, clarify and question.

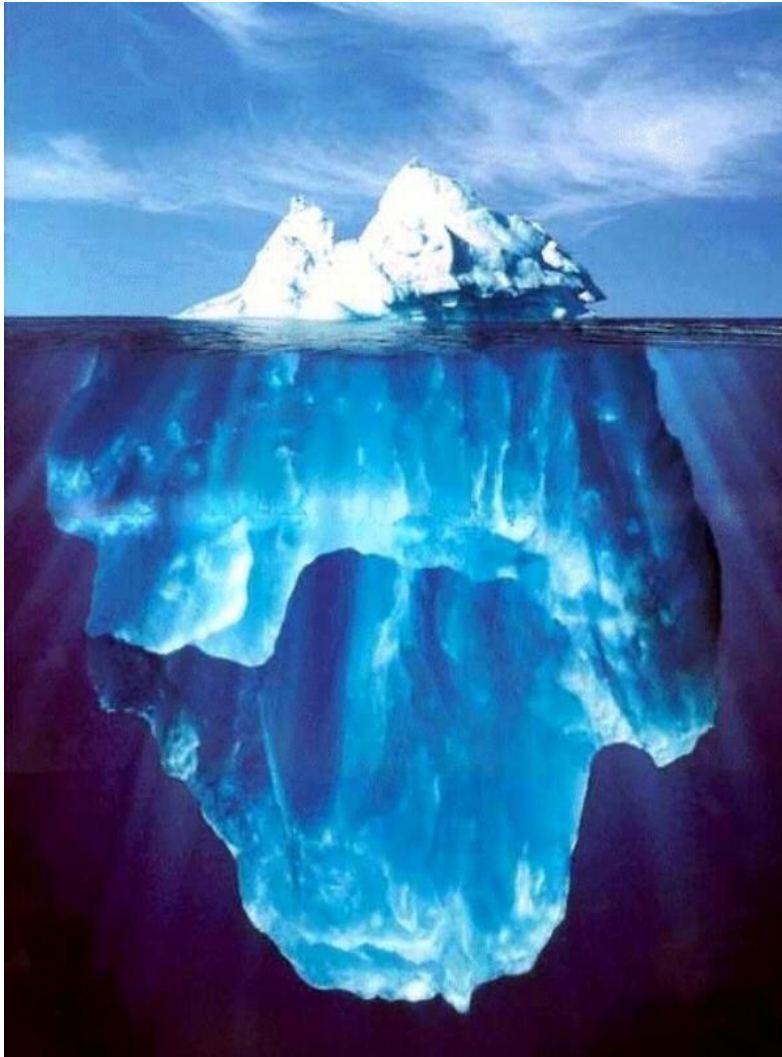
Then...	assimilate?	impose?
	acquiesce?	introduce?
	adapt?	insist?
	adopt?	



# Before Teaching Begins

- Get the lay of the land
  - Explore classroom/school culture: observe, interview, read
  - Learn about stakeholders' expectations
  - Conduct needs analyses, formal and informal
- Explore your own beliefs
  - What do you believe about teaching?
  - What do you believe about learning languages?
  - How did you develop these beliefs?

# Key Questions



Who am I teaching?  
What am I teaching?  
How am I teaching?  
Why am I teaching the  
way I am?  
How do my students  
(and other  
stakeholders)  
expect me to teach?

# Move to Break-Out Rooms

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Sub-Saharan Africa ETAs stay in this room

India, Kazakhstan & Tajikistan ETAs in room #

Bangladesh, Nepal & Sri Lanka in room #

- I. Ranking Activity (starting out on the right foot)
- II. Brainstorm Activity (responding to tricky situations)

# Priorities on Day One

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From the list of 20 tips provided,

- Individually: rank the top 12 in terms of how important you deem each to be (1 is the most important)
- In pairs: rank the top 10
- As a whole group: rank the top 8, with a group member facilitating

Highlight the flexibility of THINK-PAIR-SHARE activities!

# Brainstorming in Small Groups

Responding to Tricky Situations

Margolis Wheel OR Teaching/Learning Wheel  
(both described on handout)

